National Standards for Students

(COMPETENCIES AND INDICATORS)



ASCA National Standards for Students – One Vision, One Voice

Professional school counselors everywhere proudly share the same simple vision – to prepare today's students to become tomorrow's adults. The American School Counselor Association (ASCA) not only supports this idea, it has made it the Association's mission.

Educational reform movements of the late 20th and early 21st centuries, such as standards-based education and the No Child Left Behind legislation, focused on raising teacher quality and academic achievement. Unfortunately, these efforts ignored the emotional, physical, social and economic barriers that can inhibit student success. This is where school counselors make a difference. School counselors are actively committed to eliminating these obstacles and to helping students understand that the choices they make now will affect their educational and career options in the future.

ASCA National Standards for Students was established to help school counselors help students. ASCA National Standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program. Best of all, by adopting and implementing ASCA National Standards, school counselors change the way school counseling programs are designed and delivered across our country.

The Development of Standards

The development of ASCA National Standards for Students required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited broad-based involvement from all segments of the school counseling community to determine what purpose the Standards would serve and what their content would be. Through pilot surveys at ASCA's national Delegate Assembly in April 1995 and a revised survey to more than 2,000 ASCA members in September of that year, ASCA was able to gather input on school counselor attitudes and to initiate the movement toward adopting National Standards.

The standards movement has provided ASCA with a timely opportunity to better define the role of school counseling in the American educational system and establish

similar goals, expectations, support systems and experience for all students across the country. Additionally, on the local level, National Standards offer an opportunity for school counselors, school administrators, faculty, parents, businesses and the community to engage in conversations about expectations for students' academics success and the role of counseling programs in enhancing student learning.

Finally, ASCA National Standards for Students serves as the foundation for The ASCA National Mode: A Framework for School Counseling Programs. Representing more than 50 years of research, theory and practice, the National Model helps school counselors design and implement programs that meet the National Standards and establish school counseling as an integral component of the academic mission of their schools.

ASCA's decision to participate in this educational reform agenda through the development of National Standards for Students offers an opportunity for the school counseling profession to implement the goals deemed important by the profession, to promote its mission in educational reform and to ensure that all students have access to comprehensive school counseling programs as part of the learning experience.

Acknowledgments

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ACADEMIC DEVELOPMENT

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Legend: A:A-1.1= Academic Domain, Standard A, Competency 1 and Indicator 1

Domain: Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

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Standard A:	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.		
COMPETENCY	INDICATOR		
Improve Academic Self-Concept	A:A1.1 Articulate feelings of competency and confidence as learners A:A1.2 Display a positive interest in learning A:A1.3 Take pride in work and achievement A:A1.4 Accept mistakes as essential to the learning process A:A1.5 Identify attitudes and behaviors that lead to successful learning		
2. Acquire Skills for	A:A2.1 Apply time-management and task-management skills		
Improving Learning	A:A2.2 Demonstrate how effort and persistence positively affect learning A:A2.3 Use communications skills to know when and how to ask for help when needed A:A2.4 Apply knowledge and learning styles to positively influence school performance		
3. Achieve School	A:A3.1 Take responsibility for their actions		
Success	A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students A:A3.3 Develop a broad range of interests and abilities A:A3.4 Demonstrate dependability, productivity and initiative A:A3.5 Share knowledge		
Standard B:	Students will complete school with the academic		
	preparation essential to choose from a wide range of		
	substantial post-secondary options including college.		
COMPETENCY	INDICATOR		
1. Improve Learning	A:B1.1 Demonstrate the motivation to achieve individual potential A:B1.2 Learn and apply critical-thinking skills A:B1.3 Apply the study skills necessary for academic success at each level A:B1.4 Seek information and support from faculty, staff, family and peers A:B1.5 Organize and apply academic information from a variety of sources A:B1.6 Use knowledge of learning styles to positively influence school performance A:B1.7 Become a self-directed and independent learner		
2. Plan to Achieve Goals	A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school A:B2.2 Use assessment results in educational planning A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement A:B2.4 Apply knowledge of aptitudes and interests to goal setting A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals A:B2.6 Understand the relationship between classroom performance and success in school A:B2.7 Identify post-secondary option consistent with interests achievement, aptitude and abilities		

Standard C:	Students will understand the relationship of academics to the world of work and to life at home and in the community.
COMPETENCY	INDICATOR
1. Relate School to	A:C1.1 Demonstrate the ability to balance school, studies, extracurricular
Life Experiences	activities, leisure time and family life
	A:C1.2 Seek co-curricular and community experiences to enhance the school
	experience
	A:C1.3 Understand the relationship between learning and work
	A:C1.4 Demonstrate an understanding of the value of lifelong learning as
	essential to seeking, obtaining and maintaining life goals
	A:C1.5 Understand that school success is the preparation to make transition from student to community member
	A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities



Domain: Career Development

ASCA National Standards for career development guide school counseling program is to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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Standard A:	Students will acquire the skills to investigate the world of
	work in relation to knowledge of self and to make informed
	career decisions.
COMPETENCY	INDICATOR
1. Develop	C:A1.1 Develop skills to locate, evaluate and interpret career information
Career	C:A1.2 Learn about the variety of traditional and nontraditional occupations
Awareness	C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
	C:A1.4 Learn how to interact and work cooperatively in teams
	C:A1.5 Learn to make decisions
	C:A1.6 Learn how to set goals
	C:A1.7 Understand the importance of planning
	C:A1.8 Pursue and develop competency in areas of interest
	C:A1.9 Develop hobbies and vocational interests
2 Dayelen	C:A1.10 Balance between work and leisure time
2. Develop Employment	C:A2.1 Acquire employability skills such as working on a team, problem-solving and
Readiness	organizational skills C:A2.2 Apply job readiness skills to seek employment opportunities
Reduilless	C:A2.3 Demonstrate knowledge about the changing workplace
	C:A2.4 Learn about the rights and responsibilities of employers and employees
	C:A2.5 Learn to respect individual uniqueness in the workplace
	C:A2.6 Learn how to write a resume
	C:A2.7 Develop a positive attitude toward work and learning
	C:A2.8 Understand the importance of responsibility, dependability, punctuality,
	integrity and effort in the workplace
	C:A2.9 Utilize time- and task-management skills
Standard B:	Students will employ strategies to achieve future career
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	goals with success and satisfaction.
COMPETENCY	goals with success and satisfaction. INDICATOR
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COMPETENCY 1. Acquire Career Information	INDICATOR
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Standard C:	Students will understand the relationship between personal
	qualities, education, training and the world of work.
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COMPETENCY	INDICATOR
1. Acquire	C:C1.1 Understand the relationship between educational achievement and career
Knowledge to	success
Achieve Career	C:C1.2 Explain how work can help to achieve personal success and satisfaction
Goals	C:C1.3 Identify personal preferences and interests influencing career choice and success
	C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
	C:C1.5 Describe the effect of work on lifestyle
	C.C1.6 Understand the importance of equity and access in career choice
	C.C1.7 Understand that work is an important and satisfying means of personal
	expression
2. Apply skills to Achieve Career	C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
Goals	C:C2.2 Learn how to use conflict management skills with peers and adults
	C:C2.3 Learn to work cooperatively with others as a team member
	C:C2.4 Apply academic and employment readiness skills in work-based learning
	situations such as internships, shadowing and/or mentoring
	experiences



Domain: Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood

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Standard A:	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
COMPETENCY	INDICATOR
1. Acquire Self-Knowledge	PS:A1.1 Develop positive attitudes toward self as a unique and worthy person PS:A1.2 Identify values, attitudes and beliefs PS:A1.3 Learn the goal-setting process PS:A1.4 Understand change is a part of growth PS:A1.5 Identify and express feelings PS:A1.6 Distinguish between appropriate and inappropriate behavior PS:A1.7 Recognize personal boundaries, rights and privacy needs PS:A1.8 Understand the need for self-control and how to practice it PS:A1.9 Demonstrate cooperative behavior in groups PS:A1.10 Identify personal strengths and assets PS:A1.11 Identify and discuss changing personal and social roles PS:A1.12 Identify and recognize changing family roles
2. Acquire Interpersonal Skills	PS:A2.1 Recognize that everyone has rights and responsibilities PS:A2.2 Respect alternative points of view PS:A2.3 Recognize, accept, respect and appreciate individual differences PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity PS:A2.5 Recognize and respect differences in various family configurations PS:A2.6 Use effective communications skills PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior PS:A2.8 Learn how to make and keep friends
Standard B:	Students will make decisions, set goals and take necessary
	action to achieve goals.
COMPETENCY	INDICATOR
1. Self-Knowledge Application	PS:B1.1 Use a decision-making and problem-solving model PS:B1.2 Understand consequences of decisions and choices PS:B1.3 Identify alternative solutions to a problem PS:B1.4 Develop effective coping skills for dealing with problems PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions PS:B1.6 Know how to apply conflict resolution skills PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences PS:B1.8 Know when peer pressure is influencing a decision PS:B1.9 Identify long- and short-term goals PS:B1.10 Identify alternative ways of achieving goals PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills PS:B1.12 Develop an action plan to set and achieve realistic goals
Standard C:	Students will understand safety and survival skills
COMPETENCY	INDICATOR

1. Acquire	PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number,
Personal	home address, emergency contact)
Safety Skills	PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
	PS:C1.3 Learn about the differenced between appropriate and inappropriate physical contact
	PS:C1.4. Demonstrate the ability to set boundaries, rights and personal privacy
	PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
	PS:C1.6 Identify resource people in the school and community, and how to seek their help
	PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
	PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
	PS:C1.9 Learn how to cope with peer pressure
	PS:C1.10 Learn techniques for managing stress and conflict
	PS:C1.11 Learn coping skills for managing life events

